

EDUCATION FOR NATIONAL DEFENSE

Louisville Public Schools
Louisville, Kentucky
1941

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"Education must contain much besides book learning in order to be really good. We must remember that no keenness and subtleness of intellect, no polish, no cleverness in any way make up for the lack of the great solid qualities. Self-restraint, self-mastery, common sense, the power of accepting individual responsibility and yet of acting in cooperation with others, courage and resolution--these are the qualities which mark a masterful people. Without them no people can control itself, or save itself from being controlled from the outside."

--Theodore Roosevelt

FOREWORD

The diffusion of knowledge, the spread of understanding, the increase in right attitudes in young and in adult citizens have been fundamentals in our representative form of government from the beginning. Public education has always been thought of as one of the important avenues through which and by which these fundamentals have been inculcated and achieved. On great occasions and in crises, the re-emphasis of these fundamentals ought to be looked upon as natural activities. The present is recognized as an emergency in our national life. It is fitting that there should be made available for all of the teachers in our public schools materials which make the diffusion of knowledge, the spread of understanding, the increase in right attitudes, love of country, abiding patriotism, matters of utmost importance.

This bulletin has been prepared with the foregoing ideal in mind. All teachers in the Louisville Public Schools had the opportunity to participate in creating and preparing materials in keeping with the concept that greater attention to patriotism and citizenship duties should be re-emphasized as a normal part of school life. Through the use of the bulletin the public schools will perform another patriotic service. In this way the public schools can make the matter of representative form of government an ideal to be worked for by this generation and to be cherished by coming generations.

A special committee of teachers made selections from the vast amount of material handed in. This committee is responsible for the final editing. Members of the committee deserve high commendation for the service which they have rendered. It is a pleasure, therefore, for me to give just praise to all of the teachers who participated, and especially to the members of the committee responsible for editing the bulletin.

Z. E. SCOTT,
Superintendent

THE PURPOSES UNDERLYING THE SCHOOL'S PROGRAM

There are powerful forces active in the world today, threatening to disrupt phases of life which we think of as normal and permanent for our country. These forces and their resultant action must be studied if we are to understand their significance. The situation demands that educators examine anew what they are doing in education, with the idea of adjusting purposes and activities to meet the challenge of ideologies which endanger the continued existence of principles upon which our national life is based. In this sense the Nation's educational program is a program for National Defense.

The following represent some of the major purposes that inspire the educational program for national defense:

To seek to inculcate deep and abiding loyalties to the values of democratic principles; a knowledge regarding the elements which have developed a great civilization on this western continent, and an attitude of confidence in the potential achievements of a democratic society.

To emphasize the long and costly struggle of mankind to establish the basic freedoms guaranteed in the Constitution of the United States, such as free speech, free press, free assembly, and religious freedom and to create a desire to maintain these free institutions at any sacrifice.

To stress the basic fact that the privileges of a free people can be enjoyed only by a people willing to assume exacting obligations to maintain that freedom and that citizens must use their votes intelligently.

To show how the structure upon which our civil liberties rest is being threatened.

To endeavor to instill a desire to emulate the achievements of men who contributed to the building of America.

To strive to develop open mindedness and suspended judgment in order to prepare children for a way of life that will exclude cynicism, prejudice, and bias in later life.

To teach students to be alert for agencies and propaganda which disparage American ideals and that ignorance is often the basis for unwarranted criticism.

To emphasize that democracy is not just a theory; that it is a live, progressive way of life; it must be dreamed and felt, but above all it must be worked. That it attempts to provide opportunity for all, regardless of intelligence, race, religion, or economic condition. That under a democracy all creeds and races can live happily together, each contributing its gifts for the benefit of all.

To attempt to develop respect for proper authority, and to inculcate a spirit of willingness to conform to laws made for the social good.

To show that human relations are complex and inter-dependent. That one must develop ideals of loyalty to one's fellowman; that the good of each individual is bound up in the good of all; that national defense demands cooperation.

To impress the fact that democracy begins with the individual, that the government is no stronger than the individuals that compose it, and that self-control and self-discipline are the main factors underlying a true application of the democratic ideal.

To refute the mistaken idea that "work is drudgery and that happiness can be bought for a price."

To show that expertness, character, and general competency are primary requisites for positions of public trust. To seek to instil a hatred of dishonesty, corruption, graft, and inefficiency in government.

To teach native born children to respect the Americanization of our foreign born citizens and thus avoid racial hatreds.

To contrast the philosophy of a representative government which respects the worth of each individual with that of a totalitarian government which makes the individual utterly subservient to the state.

CONTRIBUTIONS OF THE SCHOOL CURRICULUM TO NATIONAL DEFENSE

Since the time of Herbert Spencer's classification of educational objectives in 1860, scores of similar objectives have been made and published by other educational leaders, and all have included the teaching of citizenship as a major educational objective. The schools have striven for years to inculcate into the minds of youth the ideas and ideals of good citizenship. It is, however, at a time of national crisis like the present, when our heritage of civil liberties is in danger of being lost, that we pause to count our blessings and realize that a more active citizenship must be taught--a teaching that includes what our individual liberties mean to us and what we can do to preserve them. Then it is that we realize that "no stone must be left unturned in the effort to give youth a full realization of what democracy means, of the privileges which it affords, of the ways and means through which, with work and patience, it is to be more successfully achieved."¹

The following are four of the important tasks in the defense of American democracy that our system of education can perform:

- I. It can share in laying the mental groundwork for effective national defense.
- II. It can share in laying the physical groundwork for effective national defense.
- III. It can help to achieve national unity by clarifying goals and by inculcating loyalties to the values basic to a society of free men.
- IV. It can aid adult citizens to reach sound conclusions on the urgent questions of national policy.²

Rather than view the present defense program for the Louisville schools in the light of "what should be done," the committee decided to select, from the material submitted, examples of what actually was being done to strengthen the civic program. The illustrations have been selected from the different grade levels of the school system from the kindergarten through the senior high school, and the material comes from a variety of subject-matter fields.

1

National Education Association and American Association of School Administrators, Educational Policies Commission. The Purposes of Education in American Democracy, Washington, D. C., the Commission, 1938, page 121.

2

National Education Association and American Association of School Administrators, Educational Policies Commission. Education and the Defense of American Democracy, Washington, D. C., the Commission, 1940, page 7.

While space does not permit the inclusion in this bulletin of all the examples submitted, the papers show that there has been a conscious effort on the part of teachers and principals to make every phase of the school life contribute to national defense. It is hoped that these illustrations may prove suggestive for further study of the subject.

I. Contributions of Education to the "Mental Groundwork" Needed for National Defense

It is quite clear that the perpetuation of a democratic form of government in this country depends upon an informed electorate. As someone has said, the resistance to be hurled against the menace of dictatorship will depend upon the strength and clarity of the thinking of the American people. If the school can direct students to sources of information that will challenge intelligent thinking and can develop in pupils the ability to make critical judgments, it will help to prepare youth to meet, not only the national needs of today, but those of tomorrow as well, when war and destruction have given way to peace and progress. We should keep in mind that when the present crisis is over, our needs for physical fitness, for constructive citizenship, patriotism, and belief in the spiritual and material values of democracy will still remain.

A. The Elementary School

The following is in part the outline submitted by one principal as the approach that her two schools are making to the subject in the kindergarten and grades one and two:

1. Respect for the American flag - Opening exercises include the salute, the singing of the national anthem
2. Historical background of national holidays - Taught through simple stories and programs
3. Respect and appreciation of the services of the community helpers--the policeman, postman, and other public servants
4. An understanding of the democratic concept of "Freedom of Conduct," that action which interferes with the rights of others is wrong
5. How the government tries to help people - Better homes, the Clarksdale housing project discussed; also, playground centers and health clinics
6. Democratic possibilities within the classroom - "Group living," a sub-topic is worked out in great detail and includes such topics as:
 - a. How to be a good follower as well as a good leader
 - b. Class responsibility for a school activity

- c. Responsibility for participation in the school health and safety programs
- d. Responsibility for one's own conduct

The reports submitted by teachers of the intermediate grades, particularly those of grades five and six, show that a definite effort is being made to give boys and girls an understanding of the historical background, organization and services rendered by our government. The materials are drawn from the history texts and supplementary reading. All emphasize the importance of developing appreciation of the great work done by the founders of our nation.

One teacher of a fifth grade submitted an outline that was followed in a study of the subject, "Political and Economic Aspects of the National Defense Program." The following are the generalizations that were developed from a discussion of this subject:

- 1. Cooperation of all people in a democracy is necessary for speed in the program.
- 2. Health is essential for a strong nation, and food plays an important part in the health of individuals.
- 3. Cooperation between democratic nations of the Western Hemisphere is essential.
- 4. Americans need to learn to conserve natural resources.
- 5. Americans need to listen discriminately to news reports.
- 6. Education plays an important part in the national defense program.

A partial list of the activities used by this teacher in developing these generalizations were:

- 1. Reading and discussing current events
- 2. Reading about and tracing on map the Pan-American Highway and discussing its importance
- 3. Discussing our nation's need for ships and types needed
- 4. Reading food principles in health books - Discussing the relation of food to health and the need of a vigorous people to defend our nation
- 5. Studying graph showing effect of poor housing on cost of fire, police protection, and disease

6. Collecting books by pupils from Louisville Public Library on the history of democracy in different countries
7. Reading and discussing the use of by-products of manufacture as a problem of conservation

A teacher of a sixth grade prefaced the study of the Constitution of the United States by a study of the topic, "The Growth of Free Government in England." This study included such topics as:

1. The granting of the Magna Charta
2. How this influenced the colonists who came to America
3. Comparison of English and American forms of government
4. Comparison of the totalitarian concepts of government with those of democracy

Particular attention was given to the study of the Bill of Rights.

The study was followed by a dramatization presented by this grade.

A principal of an elementary school writes:

"To create a consciousness of desirable character traits and at the same time emphasize Americanism, we are making use of a series of historical pictures. These pictures are colored reproductions of important events in the history of America. Each has been mounted and a caption made to emphasize the trait it typifies. The following illustrate:

THE SPIRIT OF AMERICA

Pictures Used	Captions
George Washington - "The American Cincinnatus"	<u>Strength</u>
Paul Revere Arousing the Minute Men	<u>Alertness</u>
Boy Scout picture	<u>Loyalty</u>
Francis Scott Key Writing the National Anthem	<u>Faith</u>
Aviator Carrying Serum to Alaska	<u>Courage</u>
Red Cross picture	<u>Service</u>

Pictures Used	Captions
The Building of the Common House at Plymouth	<u>Cooperation</u>
Columbus Discovers the New World	<u>Determination</u>
Balboa Discovers the Pacific	<u>Initiative</u>
Arrival of the Christmas Coach	<u>Friendliness</u>
The Pilgrims' First Feast of Thanksgiving	<u>Thankfulness</u>
Fast Mail - Slow Freight - Boston Post Road	<u>Perseverance</u>

"It is our plan to use these pictures in the halls as posters, and in the rooms as teaching aids to link desirable character traits with the men who contributed to the building of America. We shall attempt to instil a desire to emulate the example of these men, and to teach individual responsibility to school, to city and to country."

All reports submitted later by the teachers in this school include statements of how these pictures have aided in giving pupils an understanding and an appreciation of the courage and character displayed by our forefathers.

The following is an excerpt of a report of the use made of these pictures by one of the teachers:

"In our halls we have displays typifying democratic qualities. All term these qualities have been foremost in our minds. My class early in the term decided to put them into their school work. They felt that the more they used them the more conscious they would be of them.

"In reading, we tried to select the desirable qualities in the characters of our stories and show how these qualities helped in personal and civic accomplishment.

"In language we have had both oral and written work correlated with Americanism. The materials the children brought to class proved a good source for this work. One child found Robert McNutt McElroy's words on his belief in America. We used these words as a basis for two-minute talks. Each child in the class was permitted to select one idea and enlarge upon it. You would be surprised to know how many took the line, 'Justice to reign sustained by potent laws.' I might add that this work in oral composition was preceded by a word study of the selection quoted."

Another elementary school teacher writes:

"In order to keep before the children a constant reminder of American ideals, I have used panels depicting democracy. The subjects of these pictures follow:

1. 'America, the Beautiful'
14 pictures using all verses
2. 'Washington, Our Capitol'
3. 'Our Country's Flags'
4. 'Our Tokens of Freedom'
Papers, speeches, and creeds
5. 'Heroes of Service'
Great Americans of all fields
6. 'Our Natural Resources'
7. 'Our National Parks'
8. 'Our American Symbols'
The Flag, Eagle, Torch, Liberty Bell
9. 'America for Defense'
Conservation, Security, Education, and Health
10. 'This is America!'
Scenes showing work of the people
11. 'America's Story'
Events from explorer to modern day"

B. The Secondary School

The examples of work on the subject being carried on in the high schools show that, through reading and discussion, the teachers are trying to build up a background of understandings about democracy.

The following presents in part the goals sought by a teacher of the social sciences in one high school:

1. "Logical thinking in relation to social issues is stressed in all classes. Particular effort is made in the working out of economic problems concerned with labor and capital, taxes, and business cycles, to indicate the necessity for knowing the many phases of each problem, of suspending judgment when necessary, often refusing to make an immediate decision.

2. "Again in Economics classes is stressed the need for knowledge concerning economic issues in order to be able to judge wisely and to select those things which will best aid in the perpetuation of the type of democracy indicated by our forefathers in the Declaration of Independence, the Bill of Rights, and preserved for us in the Constitution.
3. "A better understanding of the subject of elections. Major topics under consideration in History or Democracy classes this fall were:
 - a. Why we have elections
 - b. How the citizens of today secured the right to elect their own officers
 - c. How we vote - Examinations of types of ballots and voting procedures
 - d. The citizen and his vote - Why each citizen should vote"

Another high school teacher approached economic problems through a discussion and investigation of the following topics:

1. The meaning of private property in our country contrasted with the meaning under dictatorships
2. The premises of the economic order under the American way and a few contrasts with the economic order under the totalitarian countries
3. The meaning of supply and demand, and the meaning applied to present conditions; i.e., the boom due to the defense program. The theory applied to labor and prices
4. The differences in incomes in the United States; the effect on general health; health and the defense program
5. The meaning of freedom of enterprise in the United States
6. The tremendous national resources of the United States and the essential materials that we lack
7. The standard of living in the United States in contrast with that of Italy, Germany, Japan
8. The distribution of income in the United States and the effects
9. The question of how income may be distributed and the American way: according to productivity
10. The problem of waste in the United States
11. The economic advantages of an education, and the stirring examples of the advantages today in the defense program

A teacher of American history and civics in this high school states that these courses include the following:

1. The historical background of our government. In our United States History classes one entire unit in United States History I concerns the beginnings of the American people and their democratic institutions. This study includes such topics as Magna Charta and Petition of Rights, Fundamental Orders, Mayflower Compact, Etc. Students are encouraged to read the biographies of such men as Bacon, Roger Williams, Thomas Hooker, and Peter Zenger. The early struggles for democracy and the extension of democratic privileges to the masses in our colonial history are also emphasized here.
2. The Organization of Our Government. United States History I affords a splendid opportunity to teach an understanding of the reasons for the drawing up of the Constitution and a brief study of its make-up. Emphasis is placed here on the Bill of Rights, the Check and Balance theory of government, and our federal system.

Separate studies on Jeffersonian and Jacksonian democracy offer unusually good opportunities to teach an appreciation of our democratic heritage.

Under the same topic the Senior Civics Class makes an extended and detailed study of the development of our government, the work of the executive, legislative, and judicial departments, and the origin and development of the Constitution.

3. Services Rendered by Our Government. Senior Civics classes make a lengthy study of the work of the departments and administrative agencies of our government. We devote about four weeks to a study of the Federal services alone. Much material is obtained during this study direct from Washington. In addition to this study the classes learned sources of government revenue and services rendered in the spending of this revenue. State and local governments are given the same type of study, however for a more brief period of time.
4. Comparison of Totalitarianism and Democracy. In Civics the advanced students, with their background in United States History, are prepared more fully to understand the workings of our national government. In this class we make use of a weekly civics paper that is excellent on its articles defending democracy and explaining its superiority to other governments.

An outline of a World History course submitted by a teacher from another high school shows that a consciousness of the need of a defense program has colored the preparation of her work. The following is an excerpt from this report:

The course provides opportunity to develop idealism and to get a long-range view of events.

1. Struggles in the past for the finest things of life -
For example:
 - a. Struggle between Greeks and Persians
 - (1) Struggle between democracy and the oriental despotism of the East
 - b. Struggle for the survival of Christianity
2. Struggle for democracy by the Greeks (the Athenian oath)
3. The great strides made in times of peace (Golden Ages of Greece and Rome)
 - a. Danger of softness and deterioration
 - b. Necessity at times to end an era of peace to struggle against barbarism for the things civilized man holds most dear
4. Effects of wars of aggression upon those undertaking them and upon those attacked
 - a. Loss of population - Louis XIV's wars to enlarge French territory - "His wars impoverished France"
 - b. Malnutrition; disease - The Hundred Years' War (1337-1453) and the Black Death (1348)
 - c. Debt to be paid by future generations
 - d. Soil exhaustion
 - (1) Germany at close of World War
 - e. Unwise use of other natural resources, especially coal and iron
 - (1) Depletion - Germany, close of World War
 - f. Spirit of people impoverished
 - (1) Loss of idealism
 - (2) Loss of emphasis; "first things are not placed first." Tendency to demolish civilization rather than to build constructively.
 - (3) Disillusionment - gains do not offset losses
 - g. Future enmity engendered
 - (1) Excluded from world trade
 - (2) Distrust
 - h. Industrial readjustment after peace
 - (1) Inflation
 - (2) Unemployment
 - (3) Depression - financial chaos

5. Man's struggle for written laws - The codes of
 - a. Hammurabi
 - b. Solon
 - c. Hebrew
 - d. Roman
 - e. French
6. England, the pattern of our government
 - a. Magna Charta
 - b. Assizi of Clarendon
 - c. The Model Parliament
 - d. Petition of Rights
 - e. Bill of Rights (1689)

In both the American History and the Problems of Democracy courses, this teacher has placed emphasis in her teaching upon the defense idea.

The American History course included a dramatization of a series of meetings of the Constitutional Convention. The dramatization was written after source materials were consulted to determine (1) issues debated, and (2) men engaged. The chief source material consulted was Madison's Journals of the Constitutional Convention.

The study of Problems of Democracy includes:

1. A bulletin board emphasizing, through pictures and captions, the contrast between life in a democracy and life in a totalitarian state
2. A chart showing the workings of the Pan American Union emphasizing "All for one; one for all."
3. A chart showing the organization of the Nazi dominated Europe, emphasizing "All for one"
4. A time line, illustrating the activities of the United States in Latin American affairs
5. Maps showing world trade patterns in 1938 and in 1940 - Study of world events responsible for the change

Practices reported by both elementary and high school teachers show the contributions being made to democracy through the conduct of English classes.

One high school teacher writes:

"Sometime ago I formed the practice of keeping on my blackboard some poem or passage from a poem which I thought appropriate to the season or to the occasion. The majority of the students seem interested in these selections, for often they copy them into their notebooks and sometimes learn them with no urging from me. During the present crisis, these passages have naturally concerned themselves with those ideals which every American holds sacred and with those emotions which illustrate the Golden Rule."

One of these poems that seems particularly appropriate is quoted here:

Is Life Worth Living? (Extract) - Alfred Austin

So long as faith with freedom reigns
And loyal hope survives,
And gracious charity remains
To leaven lowly lives;
While there is one untrodden tract
For intellect or will,
And men are free to think and act,
Life is worth living still.

The following are titles of some of the other poems used:

The Field and To Any One by Witter Bynner
Prayer During Battle by Hermann Hagedorn
The Washers of the Shroud (Extract) by James Russell Lowell
The Ballot by John Pierpont
Unmanifest Destiny (Extract) by Richard Hovey
Ode in Time of Hesitation (Extract) by William Vaughn Moody
Hellas (Extract) by Percy Bysshe Shelley
Prayer for Peace by Henry W. Longfellow
Inscription on base of Statue of Liberty

This same teacher in discussing Supplementary Reading again writes:

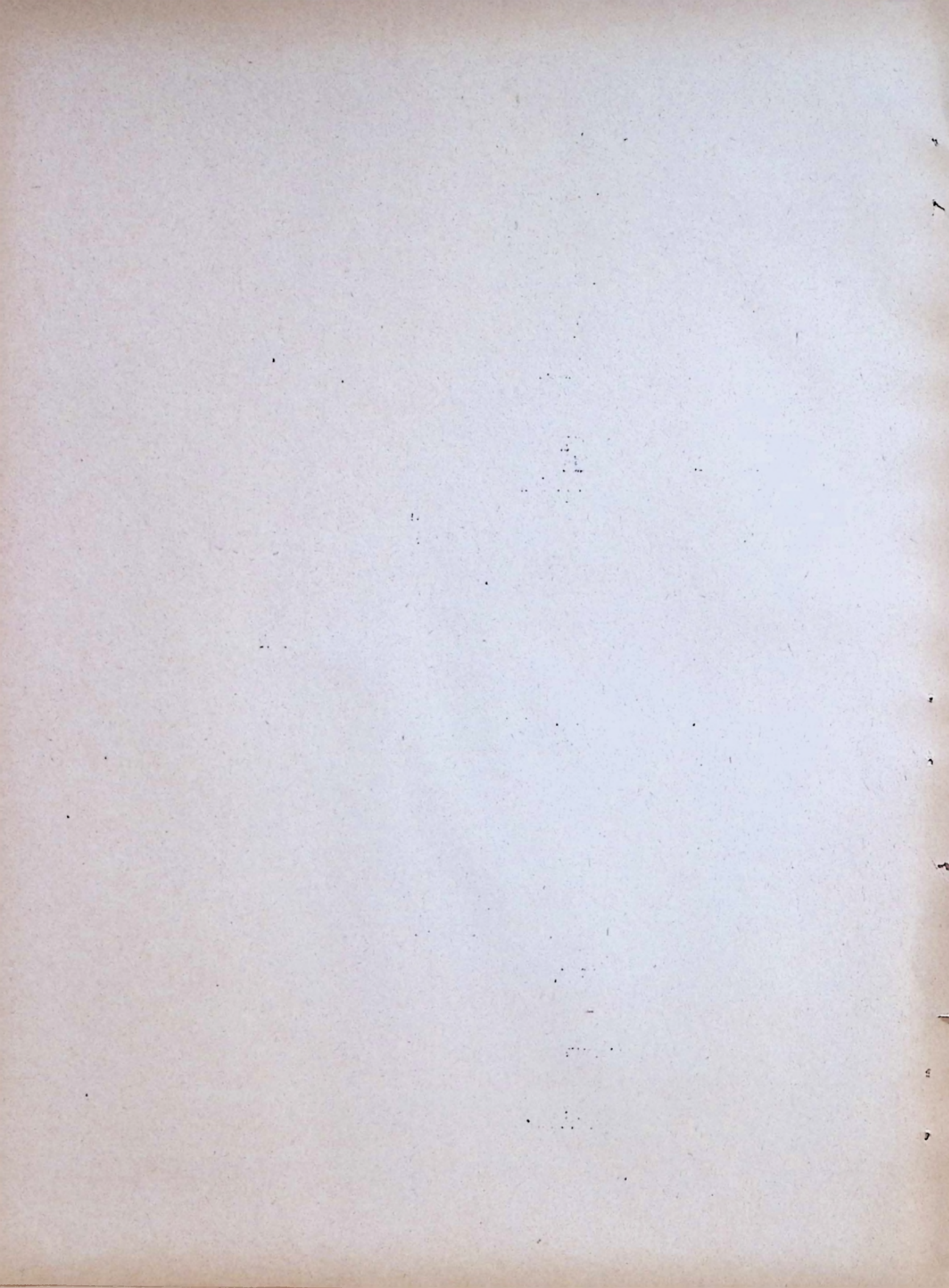
"We take for granted the things we have always had--freedom of speech, of the press, of religion, and equality of opportunity through public schools. When we hear from the lips of our foreign-born citizens what America has meant to the world as the stronghold of democracy, we are awakened to the value of our heritage. I have suggested to my English classes of the junior year that through their supplementary reading they may learn why some of our immigrants chose to become American citizens. I have mentioned in this connection such books as the following:

My America and From Many Lands by Louis Adamio
The Promised Land by Mary Antin
Americanization of Edward Bok by Edward Bok
From Immigrant to Inventor by Michael Pupin
Making of an American by Jacob Riis
From Alien to Citizen by Edward A. Steiner
My Mother and I by E. G. Stern

"To my senior classes I have suggested such novels as:
It Can't Happen Here by Sinclair Lewis
Mr. Emmanuel by Louis Golding

"For contrast between Fascism and Democracy, such plays as,
There Shall Be No Night.

"Most of the recent books by foreign correspondents point some contrast.



"I have also urged my classes to turn to American history in fiction and biography.

"Early in the fall I read to all of my classes, Keystones of Our National Unity, an article in the Magazine Section of the New York Times, November 10, 1940, by Henry Steele Commager, Professor of History, Columbia University."

Another teacher of English sought to build up a historical background of ideas against which to study American Literature. The work was built around the following outline which focused attention on "American Ideals of Thought and Practice:"

1. Historic background

Emphasis on heroism, love of freedom, willingness to sacrifice personal comfort for ideals, general hardihood and energy displayed by pioneers and their descendants who have built our country.

2. American Literature

- a. Patrick Henry's Speech in the Virginia Convention
- in favor of the resolution that "Virginia be immediately put into a posture of defense."
(1) Emphasis on comparison between then and now in matter of necessity for defense. -
"Gentlemen may cry, 'Peace, Peace,'---but there is no peace---Why stand we here idle?"
- b. Declaration of Independence
(1) Preamble, containing most of our favorite national slogans - memorized
(2) Ideals contained therein analyzed in relation to their present day significance
(3) Hardihood of Revolutionary "fathers" emphasized - those men who dared to defy a great political and military power and to fight against what appeared to be overwhelming odds.
- c. Benjamin Franklin
(1) Selections from Autobiography which exhibit Franklin as an example of: opportunities to rise inherent in American ideals of life and government; quality and variety of service a citizen may give to his country.
- d. Washington's Farewell Address
(1) Statements of Washington as to national ideals and practices as compared with ours: foreign affairs; parties; necessity for religion, morality, and education in a democracy
- e. Works of Emerson, Thoreau, and others: ideas of self-reliance, responsibility of individual; respect for individual emphasized in these.

A teacher of literature in another high school writes:

"Students have shown always an intelligent interest in any discussions of democracy which grow out of points suggested in the study of the history of literature or in the literature itself.

"Dickens' 'Tale of Two Cities' gives a good opportunity to stress the advantages of democracy as contrasted with the autocracy under Louis XVI. It should be possible to bridge the time between Louis XVI and the modern dictatorial governments.

"In English 6 we have studied American Literature and have repeatedly stressed the liberalism of America as shown in the literature of this country. Students are urged to see that education means adopting a way of thinking--to decide only after studying all sides of a problem--to decide by reason rather than emotion. Stress has been laid on the advantages we have under our form of government as compared with some of the other forms of government."

II. Contributions of Education to the "Physical Groundwork" Needed for National Defense

In times of war we become sensitive to the needs of sound bodies for young people. It should, however, be remembered, as pointed out in a recent article in School and Society, that "plans for preparedness must see beyond the immediate needs of combatant forces--important as these are--to the needs of youth for physical and social fitness in national life."³

In the Louisville schools, health instruction is given and health practices are observed from the kindergarten through the high school. This program includes the observance of personal health habits, study of diet requirements, accident prevention, etc.

A. Illustrations of Health Activities

One principal of an elementary school reports that teachers of the kindergarten and primary classes emphasize:

1. The establishment of the proper attitude toward school doctors and nurses, thus eliminating fear
2. Through health lessons and daily health inspection, the need of observing quarantine and of reporting contagious diseases, though it may mean absence from school

A high school principal has described in detail the comprehensive physical examination given a student upon entrance and the careful follow-up work that is done during the period of attendance.

B. Safety Programs in the Schools

1. The Elementary School

One principal writes:

"Our Student Safety Council (which is more than a safety meeting) meets once each week with representatives from each grade attending. The children's suggestions are used whenever possible in the solution of problems. The group makes new rules and changes old ones from time to time. Two teachers act as advisers and the principal is often asked to attend the meetings."

The following outline gives the main headings around which a third grade teacher builds her safety program:

- a. How to keep well; how to avoid colds; how to protect the health of classmates
- b. Benefits and dangers of fires
This topic includes danger of playing with matches, of using oil to light fires; how to burn trash.
- c. Other fire hazards at home and how to call the fire department
- d. How to treat burns and one whose clothing is on fire
- e. Safety on the street--prompt obedience to signals; courtesy to policemen; how to get off and on street cars
- f. Safety at school--on the playground, in halls, on stairways, during fire drills

Manifestations of Democracy in Action in a Sixth Grade

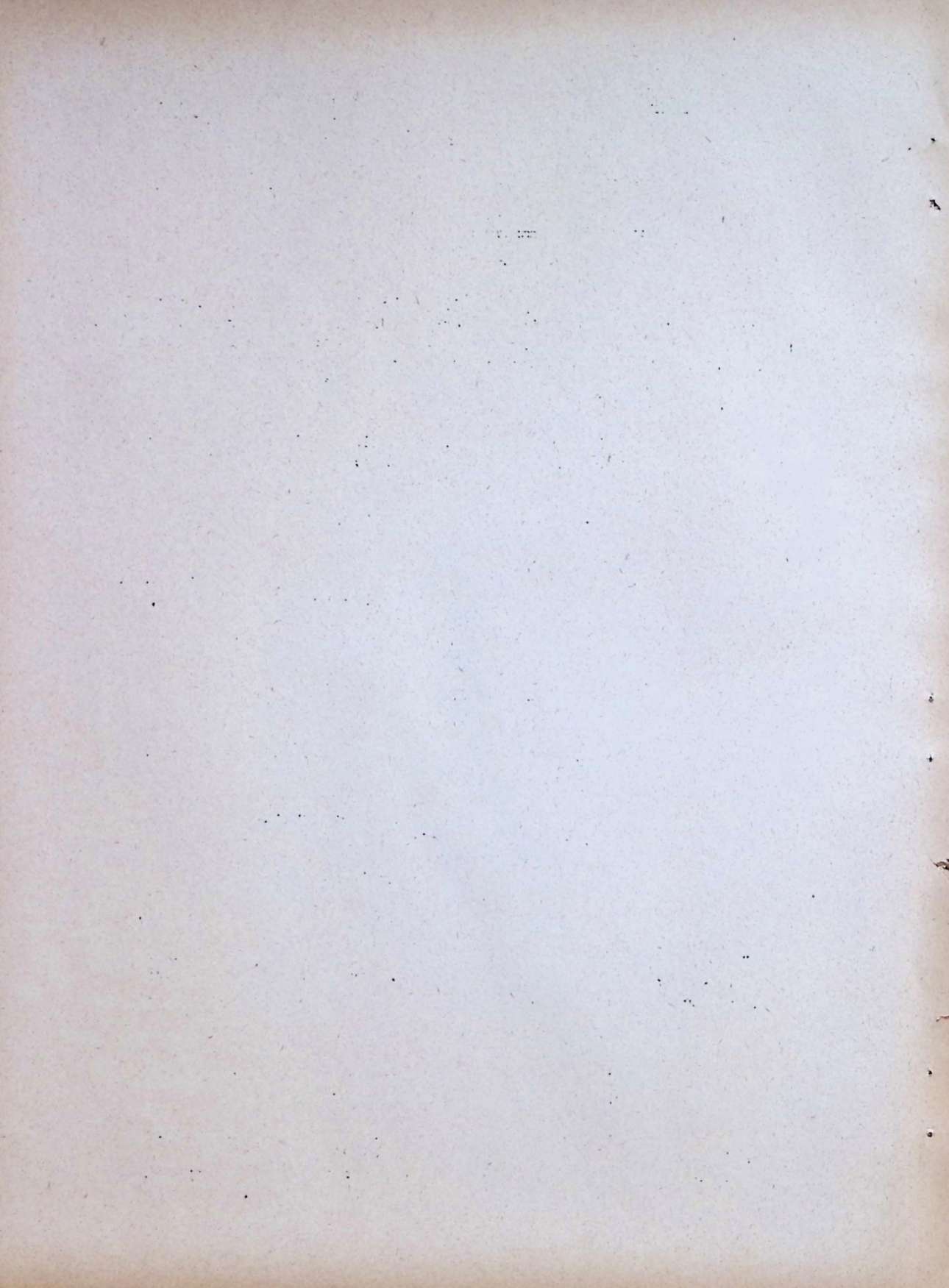
Space will permit a reproduction of only a part of this report.

"For many years the Junior Safety Council of this school has been a proving-ground for democratic practices. From its inception each term, or each year, the Council endeavors to work on democratic principles.

a. Election of officers

"A list of children capable of leadership is made from the membership of the 6A class, the senior group in the school.

"For the past four years the election has permitted the upper four groups in the school, plus the faculty, to elect the president of the Council. Since the children are far more numerous than faculty members, the election is, in effect, in the hands of the children.



b. The work of officers and committees

"As a general rule, the president of the council has the appointive power and appoints chairmen of committees. These chairmen, in turn, choose the committee members who will work with them.

"The duties of committees include such items as:

- (1) Keeping traffic moving smoothly before and after school
- (2) Caring for the bicycles used by the children for transportation to and from school
- (3) Seeing that halls and lunchroom are kept attractive
- (4) Seeing that safety and good citizenship habits are practiced on the playground
- (5) Supervising the passing in the corridors and on the stairways in the mornings and at dismissal time

"There are other occasional duties that involve helping with chairs in the assembly hall and assisting smaller children and others in fire-drills.

c. The meetings of the Council

"Once each week a meeting of the Council is held. This includes president, vice-president, secretary, chairmen of committees, a room chairman from each class in the school and the faculty adviser.

"Regular business meetings are held when committee reports, and old and new problems are brought before the Council. The representatives from the various rooms are urged to bring problems that might possibly have escaped the attention of the committees. Each member, from the kindergarten through the sixth grade, is given opportunity to be heard, and frequently the little children bring to the Council real problems to be untangled.

d. Opportunities for leadership and responsibility

"The president, vice-president, secretary, and room-chairmen hold office for five months, but the committees of work, including chairmen, are changed at the end of each report period, thus giving opportunities for leadership to more children.

"The faculty adviser is the sixth grade teacher, and, since the major part of the Council duties is assumed by her class, she frequently holds a discussion of the qualities of a chairman. The children will, as a rule, vote at the end of this discussion to disqualify for chairmanship any child who, in the just-past report period, has proven himself 'unsatisfactory' in major citizenship traits. This has led to a selection of better chairmen, and also to a definite effort on the part of most of the children who have been disqualified to improve in the traits which were unsatisfactory.

e. Conclusion

"The belief of the adviser is that democratic dealings through the Junior Safety Council lead to democratic understandings and appreciations. Most certainly these children cannot go through the experiences

outlined above without gaining the appreciation of the fact that democratic ways carry responsibilities, as well as privileges."

2. The High School

Here again, through practice of the safety program, we find opportunity being given to students to acquire an understanding of the responsibilities and privileges of the democratic form of government.

The declining rate of accidents among school children should be a matter of encouragement to teachers since much of this gain can be attributed to safety instruction.

III. Contributions of Education to the Achievement of "National Unity" Needed for National Defense

The illustrations that have been cited above indicate that there is a conscious effort on the part of principals and teachers of the Louisville schools to bring to their pupils an understanding of the nature of democracy and of the goals to which it aspires. The individuals who are guiding day by day the education of the youth of our city realize, however, that national unity is dependent upon abiding loyalties to the values of our government and that these can be developed only by giving pupils opportunity to put into practice the understandings previously acquired.

A. The School - A Laboratory for Democratic Living

Only as boys and girls live in a democratic environment will they learn to appreciate the values of democracy, in other words, they must have opportunities daily, from the kindergarten through high schools, to practice the characteristics of good citizenship.

1. Respect for individual personality

A kindergarten teacher expresses her procedure thus:

"The children help to formulate rules and to develop certain standards of conduct. When the children really understand why certain standards of behavior are necessary, particularly in passing through halls and on the stairways, they begin to learn consideration for others."

Among the items stressed by a teacher of the first grade are to:

- a. Listen respectfully to what another is saying
though you may disagree
- b. Help carry out suggestions of the group
- c. Give opportunity for all to participate

Similar objectives are expressed by a number of teachers.

A principal writes:

"From the kindergarten through the sixth grade, the children help the teacher to make their own class rules. A copy of these child-made rules hang in many classrooms."

The guidance program in one of the high schools, organized around the following outline, indicates the efforts being made by the administrative officers to help students "find themselves" and develop their potential capabilities:

- a. Orientation discussions with incoming pupils, led by principal and dean
- b. Course of instruction in use of the library given to incoming pupils by the librarian
- c. Classes for all 11-A students, conducted by the dean, and dealing with their plans for the future. Topics discussed include survey of vocations choosing a vocation, training for the vocation, consideration of various types of institutions of higher education, who should go to college, how to choose a college, wise use of leisure time, and review of basic health principles.
- d. For 12-A students, special home room programs through which outside speakers present to them once a week information concerning colleges and vocations for which the girls have expressed preferences, qualities of character and personality that make for success in any walk of life
- e. Definite provision in home rooms for educational guidance for every pupil
- f. An adequate collection of guidance books and pamphlets in the school library, to which current publications are added semi-annually.

The various club activities described by both elementary and high school principals and teachers, show that unusual opportunities are being given the young people in our schools to develop individual personality as well as opportunities for practice in group deliberation and planning.

2. Cooperation for the common good

It has been shown that many young people think of democracy only in terms of rights and privileges. A recent issue of the Educational Policies Commission⁴ reports that two thousand and six high school students,

⁴National Education Association and American Association of School Administrators, Educational Policies Commission. Learning the Ways of Democracy, A Case Book in Civic Education, Washington, D. C.: the Commission, page 47.

from grades VII through XII, in forty schools, defined democracy as involving freedom, rights, and privileges but less than one third of these students made mention of any responsibilities as resting upon the citizens of a democracy. This, certainly, is a time in our national history when youth should be taught that with these rights and privileges come responsibilities for the common good.

President Roosevelt, in a recent address, made the statement that "The schools symbolize two modern government functions: The perpetuation of the right of free universal education and a continuing responsibility to see to it that no one should starve who was willing to work but unable to find work."

To quote again the Educational Policies Commission, "Democratic education has as its central purpose the welfare of all the people.----- It seeks to broaden the understandings and sympathies of pupils, so that they become responsibly concerned for the welfare of people outside their own face-to-face groups, and particularly for people less fortunate than themselves or less able to act in their own behalf. Democratic education deals directly with matters of community and national welfare in programs for both children and adults."⁵

The question arises: What are our schools doing through their curricula and extra-curricula activities to develop in young people a spirit of service and a sense of responsibility for the general welfare?

A brief summary of the programs being followed in some of the schools may be an incentive to all to stress this phase of civic training even more than is now being done.

Beginning again with an example from the kindergarten, the teacher writes:

"A form of activity which involves cooperation is dramatic play. A child by imagining himself in the place of someone else gets a better and more sympathetic understanding of others and of situations mentioned in the story.

"Another form of cooperation is working on some common project, such as the making of a store or house. The children learn to exchange ideas, to help in the solving of problems and to give and take criticism profitably.

"In the study of community life, when the kindergarten child learns about and dramatizes the grocer, the baker, the postman, and the policeman, he gets a new understanding of those who help to contribute to his well-being. He learns that there are many beside those of his own intimate circle who cooperate that he may live healthily, happily and safely."

⁵National Education Association and American Association of School Administrators, Educational Policies Commission. Learning the Ways of Democracy, A Case Book in Civic Education, Washington, D. C.: the Commission, page 35.

The following is another example of an opportunity being given for vicarious sharing in the experiences of others:

"In my 1B class we have been studying our report card to find out what good citizenship means. I am now planning a reading lesson which will add the idea of 'Responsibility for service.'"

A third grade teacher in a school where there are many children of foreign parentage writes:

"During the term we have many new pupils enter our school for the first time. One of the members of the class takes the responsibility of seeing that the new pupil becomes acquainted with the entire school. He takes him to the lunchroom and stays with him on the playground until he gets acquainted. In other words, everything possible is done to make the new child feel at home in our group. This is only one of many services performed by children of the class."

It is the consensus of opinion that expansion of democratic ideals throughout the Western Hemisphere depends upon the understanding and co-operation of the United States with the other countries of this hemisphere.

For the purpose of acquainting students with our South American neighbors, a geographical unit was planned by a sixth grade in one of the elementary schools. The following is a brief report of the results achieved by the study:

"This study culminated in a play which left the children with a personal feeling of kinship with these people. There was developed through an imaginary trip to South America an appreciation of this country's contributions to the world and some understanding of her economic problems and our relations to them.

"At the close of the play a student came before the curtain and addressed the audience as follows:

"We wish you could have been with us on our South American visit, but since that was impossible, we have made an exhibit in one of the vacant rooms where you may see the pictures, collections, and souvenirs which we brought home with us. Your teacher is invited to take you to see this exhibit."

"In addition to the above mentioned exhibit, the room was decorated with colorful pictures of South American scenes, people, and wild life which a group of talented pupils had painted in the Art Club."

The following is part of an outline giving examples of responsibility as a requisite for freedom is taught in one of the high schools:

- a. "Class officers conduct morning exercises; chairmen of committees are responsible for conducting reports and discussions.
- b. "Classes in Democracy have a 'Steering Committee' which meets outside the classroom to plan for the current events discussion programs. This committee chooses a major topic for discussion, lists the source of material, chooses a group to present the material, and conducts the program when presented.
- c. "Classes listen to radio programs which have special relation to the unit being studied; make themselves responsible for listening to and reporting special broadcasts not occurring during school hours.
- d. "The school paper is (1) written by the pupils; (2) printed by the school; (3) sold by the students; and (4) money earned is returned to the students in form of new books for the library."

The principal of another high school reports the "School Service Program" in her school as follows:

- a. "Students volunteer to contribute a free period daily, serving in the office where they assist in filing, collecting and distributing attendance data, addressing postcards to absentees, answering the telephone, mimeographing (practically all the mimeographing for the school is done by members of the stenography 4 class).
- b. "Service in the laboratory is supplied by students who have had training in science and who, during their free period, assist in doing the following things: making solutions, setting up demonstration apparatus, keeping stock room cleared of apparatus and materials, typing and cutting stencils, making posters, helping students who have missed experiments to make up their work.
- c. "The book exchange, which is cared for by students from the bookkeeping classes, is opened in September and February for the sale of used textbooks.
- d. "The typing classes each term copy home room lists, fill in name on pupil report and duplicate report cards, type information requested on census cards, cut stencils for different departments."

This same high school is endeavoring to develop civic responsibility on the part of the students through social service program.

"An orientation class in social service, including field trips to various types of social agencies, sponsored by the Community Chest for 11-B students who wish to do volunteer social service work as 11-A's and in

the 12th grade. This semester we had 88 students who satisfactorily completed the course. The 17 agencies in which our students are working include:

- City Hospital - clerical work in clinics and story-telling in children's wards
- Children's Free Hospital - bedside teaching and entertainment
- Wesley Community House - story-telling
- City Health Department, Nursing Division - poster work and clerical
- Cabbage Patch - club assistant-leader
- Barret Junior High School) typing and clerical work to assist
- Longfellow School) teachers of sight-saving classes
- Neighborhood House - clerical and typing
- Colored Mission - helping with sewing classes, telling stories, and assisting with kindergarten class
- Community Chest office - typing and clerical
- Health Council of Community Chest - typing and clerical
- Volunteers Bureau of Community Chest - typing and clerical
- Red Cross Chapter House - typing and clerical
- Tuberculosis Association - typing and clerical
- Family Service Association - typing and clerical
- State Welfare Department - typing and clerical
- Clarksdale (government housing project) - story hour and game groups

"The volunteers are under the supervision of trained social workers at the various agencies. These supervisors file reports on each volunteer's work at the end of each semester with the Secretary of the Volunteer's Bureau of the Community Chest. At graduation time to each student who has at least one satisfactory report on file there is awarded a certificate of appreciation for services by the Council of Social Agencies of the Community Chest. Many students receive credit for three semesters of work following the orientation course and some of them add two summers of vacation work to this. The majority of those who receive certificates have done more than the minimum of one semester of work.

"Our volunteers are organized into a club. This semester, instead of program meetings at the school, the students decided to arrange field trips to agencies in which considerable numbers of them are interested, in order that they may see work going forward in types of agencies other than those in which they themselves are serving. They will have a luncheon meeting, with an address on social work or community problems, toward the close of the semester.

"The Volunteer's Bureau of the Community Chest frequently calls on us for additional volunteers to help with special projects. For example, to help with clerical work in preparation for the Chest's annual campaign, we send to the Community Chest office each afternoon for several weeks four or more students, depending upon the number needed. They help in the same way with preparation for the annual cancer campaign, and this year we provided volunteers each afternoon for a week to help with work for the annual State Conference of the Girl Reserves.

"Reports of supervisors attest that the work of the volunteers is of genuine help to the agencies and from the point of view of the school also, worth-while results accrue. The students who do this work have an opportunity

to gain insights and understandings of community problems and projects; to discover or develop potentialities and skills; to turn to practical account knowledge gained in the classroom; to have contacts with fine adult personalities; and to develop desirable civic attitudes."

As a part of their school program, boys and girls, from the kindergarten through the high school, engage in such community activities as:

- The Community Chest campaign
- Red Cross activities
- The Student Loan pencil sales
- The Safety campaign
- Fire Protection Week

In addition it has long been a practice in the Louisville schools for students to help needy families, particularly at Thanksgiving and Christmas.

The examples included here would indicate that there is a definite effort on the part of those responsible for the instruction and administration of our schools to develop in students a feeling of civic responsibility for the general welfare.

IV. Contributions of Education to Influencing "Adult Citizens" Upon "Questions of National Policy"

A. The School Assembly

1. The Elementary School

The school assembly is one of the most effective means of influencing public opinion among adults, many of whom attend these assemblies. A number of the assembly programs, presented in the Louisville schools during this last semester, had as their major purpose an understanding and application of the ideals of American democracy. This purpose was expressed by a sixth grade boy who represented "Uncle Sam" in a play written by the pupils of his class and presented at an assembly program in one of the elementary schools of the city. Many parents and friends were present.

"I am Uncle Sam. I come before you this morning to show you the spirit of the American people from the early pioneer days to modern times. First of all, I should like to show something of the spirit of the men and women who were the backbone of our nation."

Only the barest outline of this carefully written and well-presented play can be given here:

Act I - Pioneer Days

Scene I - Out of Doors

Scene II - A Room in a Cabin

This scene includes a recital of the speeches made during the early struggles of our country by Benjamin Franklin, George Washington, Samuel Adams, Patrick Henry, and others. The speeches showed how each of these early patriots urged the need for national unity and a willingness to make sacrifices, if necessary, to maintain "life, liberty and the pursuit of happiness."

At the close of this scene, Uncle Sam again appears and tells of the purchase of the Louisiana Territory by the United States and of the bravery and heroism displayed by the pioneers who traveled westward to explore the land west of the Mississippi River.

Act II - Inside of a Covered Wagon

At the close of this, the final act, Uncle Sam says:

"Today our forefathers are gone and our democracy is threatened. We Americans must stick together to preserve this democracy. It's up to you boys and girls--you who are the citizens of tomorrow--to see that our form of government lives on. What will you do?"

A child then asks, "Uncle Sam, may we tell you what the boys and girls of our community are doing to become better citizens of the United States?"

Each of the following children steps forward to tell his own story: A Boy Scout, a Girl Scout, a safety patrolman, a child with blackened face to represent the Negro, a little girl who has recently come as a refugee from Germany, and a small boy, a refugee from England.

Both refugee children close their speeches with expressions of appreciation of the many kindnesses shown them by friends in the United States and pledge their loyalty to the ideals for which our country stands.

In the closing speech of Uncle Sam he urges all to be loyal to their country. "Although," he says, "we cannot do great things as Washington did, we can, like him, be honest and true and live up to the motto: 'Whatever is worth doing at all is worth doing well.' By living and working in this way, whether at home or at school, we can make ourselves useful citizens. We can be loyal to our flag and our country. Let us never forget that a great and good nation is made only of great and good men and women."

In another elementary school a number of dramatizations to develop a greater appreciation of America has been given at school assemblies. Among these was presented by the entire school before the Parent-Teacher Association on Armistice Day an elaborate pageant, giving episodes from American history.

2. The Secondary School

In one of the high schools the assembly program took the form of a round-table discussion on the problem of housing. This assembly represented a summary of a study on housing given in the course, "Democracy in the Making." Among the visitors present were members of the staff of the Louisville Housing Commission.

The following program was presented by students of the school:

1. Our Interest in Modern Problems
2. America the Beautiful
3. Shall Anytown Set Up a Municipal Housing Authority? -
A Round-Table Discussion (Characters taken by students)
Mayor
Secretary
Points of view presented by:

Mr. Taxpayer	Mr. Safety Director
Mr. Realtor	Mr. Slums Dweller
Miss Social Worker	Mr. Housing Commission
Mr. Health Director	Mr. Public Spirited Citizen

This School's Contribution to Housing in Louisville

Numerous other assembly programs, calculated to influence public opinion upon "questions of national policy," have been presented during the present school year by boys and girls of the elementary and high schools.

B. The School Paper, Bulletin Boards, Radio, and the Motion Picture

The principals of a number of schools report that their school papers feature articles and poems with a view to inculcating patriotism. These papers are read in many homes.

Displayed on bulletin boards in the classrooms and halls of many schools are newspaper clippings related to the national defense programs; also, original slogans and mottoes of pupils, emphasizing the opportunities offered to the people by a democratic form of government and the personal qualities indicative of the good citizen. These bulletin boards may be read by adults visiting the school.

Children have been encouraged by the school to listen to various radio programs, particularly to such as the following:

1. "The Cavalcade of America" on Wednesday evenings when scenes from American history are enacted
2. "The Story of the Declaration of Independence"
3. "The Making of the Constitution"
4. "The Story of Our Flag"
5. "Echoes of History"

When the President of the United States or other notables are scheduled to explain over the radio America's reasons for promoting national defense, students are frequently excused from their regular lessons to listen to the programs. On several occasions the schools have been permitted to broadcast their own patriotic programs over the local broadcasting stations.

C. Adult Participation in School Programs

As an indication of the interest shown by parents in the patriotic school programs being given, a number of the Parent-Teacher associations offered to give a new American flag to the classroom having the largest attendance of parents in their particular school at the October meeting.

At an assembly program held in one of the schools for the formal presentation and dedication of this flag, several adults, as well as pupils from the upper grades, made appropriate speeches. Reverence for and loyalty to the symbol of democratic ideals was the theme of the assembly program.

Principals of both the elementary and high schools report that well-known speakers have been asked during the school year to address their Parent-Teacher associations on some phase of education for defense. In one school the subject of study chosen for the year is "Education for Democracy." The leaders selected to discuss the following subjects are leading citizens of the city:

1. "The Community Chest - A Democratic Way"
2. "The Test of the Pudding"
3. "The Home - The Basic Unit of Democracy"
4. "Social Responsibility"

The illustrations cited above indicate that there is on the part of administrators and teachers of Louisville a keen realization that democratic living is based upon knowledge; that, as pointed out by Professor Lyman Bryson in the February issue of Teachers College Record, "It is the teacher's business to increase the student's freedom by increasing his knowledge of what choices there are in the world and what consequences follow them."

These illustrations also indicate that an effort is being made to have students realize that along with the rights and privileges enjoyed come responsibilities to be assumed.

We need to remember, as Professor Briggs points out in the same issue of this magazine, that democracy and the American way of life are not inherited, but "each new generation must be given understanding of what they are--not only understanding but convincing reasons why they are superior to every other philosophy of society and to every other way of life." He places upon educators the responsibility of leadership "to clarify the meaning of democracy, to inculcate a devoted faith in it, and to develop a habit of applying its principles intelligently and consistently to all life's problems."

This is a mighty challenge to the educators of the nation, and each must ask himself or herself, "What more can I do to meet the challenge and to prove myself a patriotic citizen?"

Relation of Teacher Personnel to Citizenship Program

Our success in performing the four tasks discussed in "Contributions of the School Curriculum to National Defense" depends, to a great extent, upon the efforts of the teachers. The illustrations given show that teachers are also helping to "lay the mental and physical groundwork for effective national defense", that they are striving to "clarify goals and inculcate loyalties", and that they are contributing toward "leading adult citizens to reach sound conclusions or urgent questions of national defense."

In continuing to help carry out our citizenship program, teachers have a great responsibility. Those who are best able to assume this responsibility will have a philosophy which embodies the belief that good citizenship is the keynote of our representative government, and that ethics and character are the central concerns of home and school.

Their faith in America and American ideals will be based upon a knowledge of the meaning of our representative government and of the history of its growth and development. They will also have a knowledge of other forms of government and will be able to make intelligent comparisons between them and our own. They will have a knowledge of the causes of defeat in other democracies.

Teachers will keep themselves informed concerning events in the present war and concerning our country's defense program. They will consider the source of news and information and will think intelligently, not hysterically.

Teachers will seek to train themselves to detect propaganda. At the same time, they will refuse to be lulled into indifference by propaganda against propaganda. They will be willing to dissociate the word from its insidious connotations and to realize that propaganda has an important part to play in times of national defense.

"Developing and raising the level of the thinking power of pupils" will be a major goal of teachers. They will use care in selecting subject matter which will help them to reach this goal. Whenever possible they will choose subject matter which can be correlated with national defense problems. They will search out those elements in the subject at hand which will bring before the students the many assets enjoyed by those countries having a representative form of government and will give opportunities for the discussion of those assets.

Through a wise use of situations that arise in school, teachers will seek to develop the traits of character needed for happy living together. They will place much emphasis upon the importance of considering the good of the entire group rather than of self, and upon the necessity for willingness to accept responsibility.

Thus, teachers will continue to make their individual contributions to the school curriculum and to the development of informed, efficient, loyal citizens.

Relation of Parent-Teacher Associations to Citizenship Program

Parent-Teacher Associations have an opportunity and an obligation both to understand and cooperate with the school's program; to increase the information of its members along lines of national defense; and to endeavor to secure increased loyalty to the ideals of a representative form of government. These results may be accomplished through a continuous plan of activities laying stress upon study groups, programs at regular meetings, and necessity for building attitudes of good will, friendliness, and cooperation among parents who differ in race, nationality, language, and religion. This procedure should be followed most resolutely and those responsible for Parent-Teacher work should urge the necessity for maintaining a definite program of information and study in all local groups.

Suggested topics for either study groups or program meetings:

- The Home - the Bulwark of Democracy
- Parent-Child Relations
- Teacher-Pupil Relations
- Parent-Teacher Relations
- My Child and His School
- National Defense through Education
- What Price Democracy

